

Vocational Education and Training Provider Self-Evaluation

1. Introduction and Background

Information Insights, under contract with the Alaska Department of Labor and Workforce Development, is coordinating development of a performance evaluation tool for vocational education and training providers. The tool will be used to measure the effectiveness of vocational education and training institutions – and is expected to become an integral element in the process of evaluating proposals for funding. The evaluation process will operate in accordance with *Alaska’s Future Workforce Strategic Policies and Investment Blueprint* – known as *the Blueprint*.

The Blueprint provides a policy-level framework aimed at strengthening Alaska’s vocational and technical education and training. It was created by the Alaska Human Resource Investment Council (AHRIC) under its mandate to: “facilitate the development of a statewide policy for a coordinated and effective technical and vocational education training system in this state and, to the extent authorized by federal and state law, plan and coordinate federal, state, and local efforts in technical and vocational education programs.”

There are six guiding principles for Alaska’s Vocational and Technical Education and Training System outlined in the Blueprint. These six guiding principles are summarized below (from page 4 of the Blueprint document*) and form the basis of the philosophy that should guide all vocational and technical training providers throughout the state. These six principles also serve as the basis for the following self-evaluation.

Needs Driven:

System is labor market driven, and responsive to interrelated workforce, community and regional economic development needs.

Accessible:

System is expanded to provide greater access and opportunity in both rural and urban Alaska.

Interconnected:

System uses coordinated programs and service delivery to promote progressive, lifelong occupational learning, skill transferability, credential portability, and worker mobility.

Accountable:

System delivers quality services that are aligned with and responsive to current and emerging needs of core constituents—students, job seekers, employers, families and communities.

Collaborative Governance:

* <http://www.educ.state.ak.us/tls/CTE/docs/resources/blueprint.pdf>

System promotes collaborative state and local policies and partnerships to ensure a close fit between education and training, labor market demands, and the needs of constituents regionally and statewide.

Sustainable:

System is “built to last” and supported by increased funding and sustainable investment policies.

Vocational Technical Training Provider Self-Assessment Tool

Blueprint Guiding Principle # 1: Needs Driven

1. Does the program have an advisory council with representatives from local government, major industry in the area as well as representatives of statewide industry?
 - [Information attached in Form 1 – Advisory Council](#)
2. Does your program’s advisory council affect changes in curriculum development and course offering?
 - Provide Minutes of advisory council meetings that are relevant to changes that have been or will be implemented as well as a brief description of the curriculum/course offering change in question.
3. Do the program curriculum developer(s) in your program track potential and emerging market need in Alaska?
 - Describe the methods they use to do so?
4. How does the school/training agency ensure that it is responsive to changes in industry need in a timely manner?
5. Participant income pre and post program.
 - [Information attached in Form 2 - Student Data.](#)

Blueprint Guiding Principle #2: Accessible

1. Describe policies at your school/training agency to increase accessibility for rural Alaskans, economically disadvantaged Alaskans, and Alaskans with disabilities. Are the demographics of your student population representative of the population in the area and/or the state? (key demographics include race, age and disability status when available)
 - If not, what systems are in place, or steps being taken, to move toward a more diverse and representative student population?
2. What data do you have to indicate the success of students from “special” populations compared to those who are not?
 - [Information attached in Form 3 – Student Performance and Outcomes](#)
3. Does your institution produce marketing material (television, print and radio advertising) that includes images or sounds that are racially, ethnically and culturally representative of the state population?
4. What percentage of your institution’s student population is from a rural area?
5. Does your institution provide services to any rural or remote locations?
 - a. N/A [this option is for schools who lack the capacity to offer services in remote locations due to size and other unavoidable limitations]
 - b. If yes, describe.
 - c. If no, does your institution have any plans to provide services to rural or remote locations in the future?
 - d. Describe plans for future/current/increased service delivery.
6. What rural outreach does your institution engage in?

- If none, what plans, if any, does your institution have to develop rural outreach?

Blueprint Guiding Principle #3: Interconnected

1. Does your institution employ career counselors?
 - If yes, what education and/or credential do the career counselors have and what continuing education have they participated in during the past 12 months?
 - If no, explain. 
2. Does the director or some other representative of the institution actively engage the business community?
 - If yes, how?
 - If no, explain.
3. Are skill-sets and certifications based on national and industry-set standards?
4. Are classes and certifications that students attain through your institution transferable if the student chooses to further his/her education?
5. What kinds of performance-based assessments are used in your institution?
6. What partnerships exist with other educational/training agencies and business/industry?

If a secondary school:

- What percentage of vocational technical students pass standardized achievement tests such as benchmark and no child left behind testing required of the general high school population?
- How do vocational technical students' test scores compare to the general student population on these standardized tests?

If other than secondary school:

- Does the institution integrate academic and applied learning?
- How do Vocational Technical students perform in academic classes compared to the general student population?

Blueprint Guiding Principle #4: Accountable

1. What education/certification do instructors have?
 - What ongoing education/training is available to instructors?
2. Do certificate and degree programs incorporate nationally recognized industry based standards?
 - Please describe
3. Does your institution administer satisfaction surveys, other than course evaluations, to:
 - Students?
 - If no, are there any future plans to administer satisfaction surveys?
 - If yes, attach most recent year results.
 - Employers?
 - If no, are there any future plans to administer satisfaction surveys?
 - If yes, attach most recent year results.
4. Please complete Form 1 – Student Data, to the best of your ability.

Blueprint Guiding Principle #5: Collaborative Governance

This principle is aimed more at the state policy level than at individual institutions, but the concept of collaborative governance applies at the local level as well.

1. Does your institution participate at a policy level in local planning for vocational education and technical training?
2. If applicable, does your institution have a formal relationship with the local school district?
 - Describe the relationship
3. Does your institution work in collaboration with local governmental and institutional influences including but not limited to other area schools and training institutions?
 - Please describe.

Blueprint Guiding Principle #6 Sustainable

1. Please submit your institution's most recent audited financial statement.
 - If an audited financial statement is not available please submit the following:
 - Balance Sheet
 - Income Statement
 - Equity Statement
 - Cash Flow Statement
2. Does your institution have articulation agreements with any other programs?
3. What is the institution's contingency plan in case of the elimination of one or more funding streams?
 - If there is no contingency plan, is one being developed?

FORM 1 – ADVISORY COUNCIL

Council Member	Length of Term	Company/Industry Affiliation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

If any of the above columns are not applicable to your school or the information is not available please put N/A in the appropriate box.

FORM 2 – STUDENT DATA

	Current Year	Previous Year	5-Year Average
Total Student Enrollment			
Student Completion Rate			
Number of students who enter employment in their field of study upon graduation from program			
Number of students who enter employment in their field of study within one year of graduation from program			
Number of Students who enter military upon graduation from program			
Number of Students who move on to further education upon graduation from program			
Number of Student who enter the military, move on the further education, or enter employment in their field of study prior to graduation from the program			
Number of students employed at time of entry into the program			
Number of students employed at time of graduation from the program			
Number of students employed at one year after graduation			
Average income of participants entering the program			
Average income of participant leaving the program prior to graduation			
Average income of participants upon graduation from the program			
Average income one year after graduation from the program			
Number of students who remain in Alaska one year after graduation from program			

If any of the above columns are not applicable to your school or the information is not available please put N/A in the appropriate box.

FORM 3 – STUDENT PERFORMANCE

Performance Measure and Outcomes	General Student Success Rate	Rural Student Success Rate	Special Population Success Rate
Completion			

- Column 1: Describe performance measures and outcomes tracked by the program. Please list all performance measures and outcomes that the program tracks.
- Column 2: General students do not fit into either the rural or special categories
- Column 3: Rural students are any students that came from rural Alaska
- Column 4: Special students include: minorities, people with disabilities, women

If any of the above columns are not applicable to your school or the information is not available please put N/A in the appropriate box.